



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1700 N. Louis Ave, Douglas, AZ 85607

Douglas Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Underperforming
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Patricia Chambers
Schedule : 07:15 AM to 04:16 PM
Grades : K-5
Web Address : www.dusd.k12.az.us/joecarlson
Phone Number : (520) 805-4400
Fax Number : (520) 364-6257
E-mail : pchambers@dusd.k12.az.us

Mission

The lighthouse is our symbol at Joe Carlson. Our Mission is to light the way to academic and social success for all members of the Joe Carlson family. This responsibility encompasses students, parents, the community, staff and administration.

In lighting the way for our students success we use a wide variety of approaches for mastering the learning standards. We value each ray of light from our lighthouse knowing that the smallest ray of light gives hope and direction.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 Warning Year
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students at Joe Carlson Elementary will develop increased mathematical skills and problem solving strategies. This will be done through the use of concrete, manipulative oriented strategies.
- ü Our students will increase vocabulary skills, develop strong decoding skills, demonstrate effective reading comprehension skills and be able to critically analyze a wide variety of literary selections.
- ü Technology. Students and staff will ALL use technology to improve content area learning. We have made a concerted effort to provide classroom mini-labs in all classrooms this year. We will focus on Smartboards as our next step.
- ü Parent Involvement. We will support families learning together by taking advantage of school resources and facilities. We have a very active Site council/PTSO. This years focus is on student health and fitness in parent trainings.

Enrollment

October 1, 2005 School Year Student Enrollment : 416
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 72

Instructional Programs

- Ü ELL support for English Language Learner
- Ü On-site Special Education
- Ü Gifted (MAS)
- Ü Technology Training for the 21st century
- Ü School-to-Work with DUSD HS students
- Ü Full-day Kindergarten
- Ü Thinking Maps & Write From the Beginning
- Ü Saturday and after school Tutorial

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Communication is a basic focus at Joe Carlson the following parent communication is in place: school newsletters, positive parent contact messages; report card; parent-teacher conferences; progress reports; retention reports. Providing opportunities for parent involvement is our fourth school goal. To meet this goal we offer: Back to School Nights; PTSO meetings and trainings; academic awards; afterschool tutoring program; Sat and after school tutoring; CC work-study Program; Site Council.

Parents

Transport students to and from school. Provide a nurturing home environment supportive of education. Assist, support and participate in Carlson's PTSO; Field Trip Chaperones; Classroom and Library Volunteers; School fund-raising projects. Maintain focus on educational excellence for their child/children, supporting school policies including dress codes and behavior codes, ensuring student attendance, homework support. Be involved in all aspects of their educational journey.

Transportation Policy

Transportation for 'MAS' (Gifted Program) and Special Ed. Students. Transportation to and from a housing area that has no controlled access to the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü County Fair Exhibits	2005
Ü Red Cross Penny Drive Fun-Raiser	2005
Ü DUSD Teacher of the Year Award Winner	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	291	80010	99	98	99	447	448	447	10	5	10	15	21	18	56	56	53	18	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	150	38935	97	99	99	453	455	447	3	3	9	19	18	19	58	58	55	19	21	17
Male	40	141	40974	100	97	98	443	442	448	15	8	11	13	25	18	55	55	52	18	13	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	68	286	34545	99	99	99	447	448	432	10	6	14	16	22	24	56	56	53	18	16	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	13	32	10161	93	89	93	417	415	419	31	25	28	31	41	28	31	28	36	8	6	8
Students without Disabilities	58	259	69849	100	100	100	454	452	451	5	3	7	12	19	17	62	60	56	21	18	19
Limited English Proficient Students	31	107	14013	97	96	97	424	425	413	16	11	24	26	36	34	58	50	39	NA	3	3
Migrant Students	NC	18	603	NC	82	96	NC	427	417	NC	17	22	NC	33	32	NC	44	42	NC	6	4
Economically Disadvantaged	62	247	39029	98	98	98	448	446	432	11	6	14	13	22	25	55	56	52	21	16	9
Non-Economically Disadvantaged	NC	44	40981	NC	98	100	NC	462	462	NC	NA	6	NC	18	13	NC	59	54	NC	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	278	79438	88	94	98	444	449	451	8	6	9	27	29	24	59	56	56	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	145	38775	88	96	99	453	459	457	4	3	7	21	23	22	71	61	58	4	12	13
Male	35	133	40560	88	92	97	437	438	446	11	8	12	31	36	25	49	51	54	9	5	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	60	273	34297	87	94	98	443	448	434	8	6	14	28	30	31	57	56	50	7	8	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	18	9588	NC	50	88	NC	388	416	NC	28	30	NC	44	32	NC	28	34	NC	NA	5
Students without Disabilities	58	260	69850	100	100	100	447	452	456	7	4	7	26	28	23	60	58	59	7	9	12
Limited English Proficient Students	25	98	13856	78	88	96	419	419	407	12	12	27	44	48	43	44	40	29	NA	NA	1
Migrant Students	NC	19	600	NC	86	96	NC	422	418	NC	11	22	NC	47	38	NC	42	39	NC	NA	2
Economically Disadvantaged	54	234	38685	86	93	97	446	445	435	7	6	14	26	31	32	59	55	50	7	8	5
Non-Economically Disadvantaged	NC	44	40753	NC	98	99	NC	467	467	NC	2	5	NC	20	16	NC	66	62	NC	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	294	79971	99	99	99	431	434	423	8	5	8	32	35	41	59	57	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	150	38974	97	99	99	440	447	437	3	3	5	29	31	33	68	63	57	NA	4	4
Male	40	144	40895	100	99	98	424	421	410	13	8	10	35	40	47	53	51	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	68	288	34481	99	99	99	431	435	410	9	6	10	31	35	46	60	57	43	NA	2	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	13	34	10258	93	94	94	367	369	377	23	24	23	69	59	51	8	18	25	NA	NA	1
Students without Disabilities	58	260	69713	100	100	100	445	442	429	5	3	5	24	32	39	71	62	52	NA	3	3
Limited English Proficient Students	31	109	13985	97	98	97	409	408	382	10	11	18	45	50	54	45	39	27	NA	1	0
Migrant Students	NC	21	608	NC	95	97	NC	392	389	NC	14	16	NC	48	50	NC	38	33	NC	NA	0
Economically Disadvantaged	62	249	38994	98	99	98	428	430	409	10	6	10	32	38	47	58	54	41	NA	2	1
Non-Economically Disadvantaged	NC	45	40977	NC	100	100	NC	459	437	NC	NA	5	NC	22	34	NC	73	56	NC	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	313	80147	98	99	99	492	474	482	7	11	11	15	22	17	51	49	49	28	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	163	39281	97	98	99	490	475	483	7	12	9	14	25	17	52	42	50	28	21	24
Male	32	150	40780	100	100	98	494	473	482	6	9	12	16	19	17	50	57	48	28	15	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	57	307	33494	98	99	99	490	473	466	7	11	15	16	22	23	51	50	49	26	17	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	NC	38	10295	NC	100	92	NC	422	443	NC	42	33	NC	26	26	NC	29	33	NC	3	8
Students without Disabilities	52	275	69852	98	99	100	503	480	488	2	7	7	12	21	16	54	52	51	33	20	26
Limited English Proficient Students	25	123	12722	96	98	97	455	449	441	16	18	27	32	35	33	40	39	37	12	8	3
Migrant Students	NC	13	622	NC	100	97	NC	457	454	NC	8	19	NC	38	30	NC	54	43	NC	NA	8
Economically Disadvantaged	50	273	38371	98	99	97	484	470	465	8	12	15	18	25	23	50	48	49	24	15	13
Non-Economically Disadvantaged	11	40	41776	100	100	100	528	500	498	NA	5	6	NA	5	11	55	55	49	45	35	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	301	79686	87	95	98	476	458	470	6	12	11	26	37	24	57	46	57	11	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	160	39163	87	96	99	483	462	475	4	10	9	19	34	22	65	49	60	12	6	10
Male	28	141	40438	88	94	97	469	453	465	7	13	13	32	40	25	50	43	54	11	4	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	50	295	33299	86	95	98	472	457	452	6	12	17	28	38	32	56	46	47	10	5	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	NC	25	9808	NC	66	87	NC	420	432	NC	32	35	NC	52	32	NC	16	30	NC	NA	3
Students without Disabilities	52	276	69878	98	99	100	476	460	475	6	10	8	23	36	23	60	49	61	12	6	9
Limited English Proficient Students	19	112	12594	73	90	96	435	428	422	16	23	34	47	54	45	37	23	21	NA	NA	0
Migrant Students	NC	13	611	NC	100	95	NC	441	439	NC	23	22	NC	38	39	NC	38	37	NC	NA	2
Economically Disadvantaged	43	261	38095	84	95	97	466	453	452	7	13	17	33	39	32	56	43	48	5	4	3
Non-Economically Disadvantaged	11	40	41591	100	100	99	510	489	486	NA	NA	6	NA	23	16	64	65	65	36	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	313	80372	98	99	99	469	475	475	7	3	4	25	32	30	67	64	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	164	39452	97	99	99	487	487	488	3	3	3	17	22	22	76	74	72	3	1	3
Male	32	149	40836	100	99	98	453	462	464	9	3	6	31	43	37	59	53	56	NA	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	57	307	33608	98	99	99	466	475	462	7	3	6	26	32	36	67	64	57	NA	1	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	NC	36	10526	NC	95	94	NC	433	427	NC	14	15	NC	53	53	NC	33	31	NC	NA	1
Students without Disabilities	52	277	69846	98	100	100	478	479	482	4	2	3	19	29	26	75	68	69	2	1	2
Limited English Proficient Students	25	122	12747	96	98	97	441	453	432	12	5	12	40	47	52	48	48	36	NA	NA	0
Migrant Students	NC	13	621	NC	100	97	NC	476	452	NC	NA	9	NC	38	40	NC	62	51	NC	NA	0
Economically Disadvantaged	50	273	38521	98	99	98	465	473	461	6	3	6	28	34	38	66	62	55	NA	0	1
Non-Economically Disadvantaged	11	40	41851	100	100	100	487	491	489	9	3	3	9	15	22	73	78	72	9	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	334	79306	100	98	99	467	486	504	32	15	13	29	28	20	36	49	49	4	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	146	38845	100	98	99	467	487	505	23	14	11	40	32	20	37	45	50	NA	10	18
Male	46	188	40383	100	98	98	467	486	504	37	15	14	22	26	19	35	53	47	7	6	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	74	320	32673	100	98	99	466	486	487	32	15	18	30	28	25	34	49	46	4	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	11	36234	NC	100	99	NC	496	523	NC	NA	6	NC	27	13	NC	73	52	NC	NA	28
Students with Disabilities	10	33	10286	100	85	91	NA	446	462	NA	52	41	NA	21	27	NA	27	27	NA	NA	5
Students without Disabilities	66	301	69020	100	100	100	472	490	510	26	11	9	32	29	18	38	52	52	5	9	21
Limited English Proficient Students	22	79	10291	100	95	96	437	455	458	64	34	38	32	42	34	5	24	26	NA	NA	2
Migrant Students	NC	22	630	NC	96	95	NC	460	478	NC	27	24	NC	45	27	NC	27	43	NC	NA	6
Economically Disadvantaged	61	274	37437	100	98	97	460	484	486	36	17	19	31	29	26	31	47	46	2	7	9
Non-Economically Disadvantaged	15	60	41869	100	100	100	495	499	521	13	5	7	20	25	14	53	58	51	13	12	27

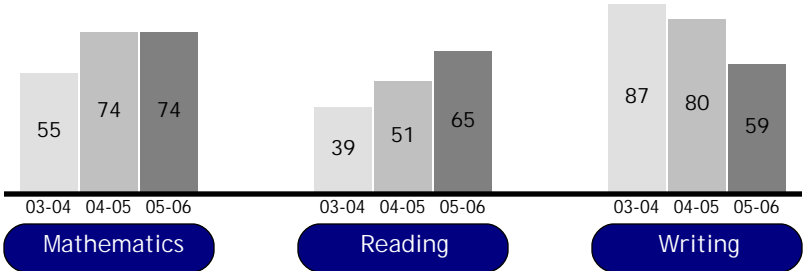
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	322	79000	89	95	98	464	472	489	15	11	10	40	35	24	44	52	58	1	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	144	38774	93	97	99	464	475	494	11	9	7	43	33	22	46	54	61	NA	3	10
Male	40	178	40150	87	93	98	464	470	485	18	12	12	38	36	25	43	51	55	3	1	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	66	308	32508	89	95	98	464	472	472	15	11	15	41	36	33	42	51	49	2	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	11	36135	NC	100	98	NC	482	508	NC	NA	4	NC	9	14	NC	91	67	NC	NA	15
Students with Disabilities	NC	22	9991	NC	56	88	NC	441	449	NC	36	33	NC	36	36	NC	27	29	NC	NA	2
Students without Disabilities	66	300	69009	100	100	100	463	474	495	15	9	6	41	35	22	42	54	62	2	2	10
Limited English Proficient Students	16	71	10199	73	86	95	430	437	439	44	34	35	56	58	47	NA	8	18	NA	NA	0
Migrant Students	NC	21	629	NC	91	95	NC	451	457	NC	19	22	NC	48	41	NC	33	37	NC	NA	1
Economically Disadvantaged	54	263	37234	89	94	97	460	469	472	17	13	15	41	37	33	43	49	50	NA	2	3
Non-Economically Disadvantaged	14	59	41766	93	98	99	479	486	505	7	2	5	36	25	16	50	69	65	7	3	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	337	79611	100	99	99	473	490	496	13	8	7	43	39	37	43	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	147	39016	100	99	99	474	506	511	10	5	4	37	31	29	53	64	66	NA	1	1
Male	46	190	40519	100	99	98	472	477	482	15	11	10	48	46	44	37	43	46	NA	1	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	74	322	32855	100	99	99	472	490	481	14	8	10	43	39	43	43	53	47	NA	1	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	11	36380	NC	100	99	NC	493	511	NC	NA	4	NC	55	30	NC	45	65	NC	NA	1
Students with Disabilities	10	36	10664	100	92	94	NA	420	440	NA	39	23	NA	42	54	NA	17	22	NA	3	1
Students without Disabilities	66	301	68947	100	100	100	484	497	504	6	4	4	45	39	34	48	56	61	NA	0	1
Limited English Proficient Students	22	80	10362	100	96	97	427	449	438	27	16	22	45	59	57	27	25	21	NA	NA	NA
Migrant Students	NC	22	636	NC	96	96	NC	458	467	NC	23	14	NC	27	47	NC	50	38	NC	NA	0
Economically Disadvantaged	61	277	37626	100	99	98	468	488	479	15	9	10	43	40	45	43	51	45	NA	1	0
Non-Economically Disadvantaged	15	60	41985	100	100	100	492	497	511	7	5	4	47	37	30	47	58	65	NA	NA	1

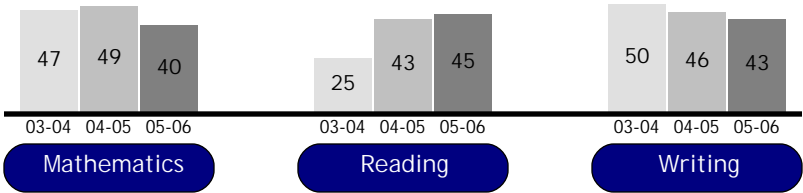
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	59	NA	58	99	32	39	47	88	41	35	46
	Language	96	50	38	50	99	43	49	47	88	63	50	48
	Mathematics	96	77	60	64	99	42	45	50	99	46	44	52
3	Reading	98	39	NA	55	100	37	36	44	88	32	41	46
	Language	98	42	54	61	100	36	38	44	99	34	41	46
	Mathematics	100	63	65	61	100	47	46	51	99	52	54	52
4	Reading	89	34	NA	56	100	36	40	48	85	56	43	52
	Language	100	31	43	52	100	35	39	49	97	59	48	52
	Mathematics	100	51	57	61	100	44	46	53	97	59	52	58
5	Reading	100	31	NA	55	99	41	42	50	89	34	41	56
	Language	100	37	45	49	99	40	43	50	100	30	39	54
	Mathematics	100	57	57	63	99	37	44	49	100	32	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Joe Carlson Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory
- Ü Parent/Educator Relations
- Ü School Safety Issues especially traffic
- Ü Extracurricular Activities
- Ü Fundraising Projects
- Ü School Improvement Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	1
4 to 6 years	3	0	0	0
7 to 9 years	3	3	0	0
10 or more years	9	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer lab staffed with Computer Tech
- Ü Library and literary opportunities
- Ü Special Services (District Office)

Extracurricular Activities

- Ü Physical Fitness
- Ü Chior
- Ü Basketball (Coed)
- Ü 5th grade boys and girls clubs
- Ü Kids Helping Kids ~ quilt making project
- Ü Saturday school
- Ü Track and track meets
- Ü Homework Tutorial lab with computer work

Social Services

- Ü Counseling Services/SEABHS
- Ü Migrant education
- Ü Health Services
- Ü Breakfast/lunch programs
- Ü Crisis Intervention
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Joe Carlson has moved from an Underperforming school to a Performing school, missing the Highly performing designation by tenths of a point. As demonstrated by State tests results in math and language arts.
- ü Continue improvements for all students in written and expressive language through use of structured programs and excellent literature.
- ü Reduce playground discipline referrals by 10%, by use of Second Step program. Three school rules are articulated daily in our announcements and reinforced in all classrooms. Be Safe, Be Responsible, and Be Respectful.
- ü Accomplish 95% Book-It schoolwide reading program participation.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Joe Carlson continues our focus on health issues. There are no soda or snack machines for students. Teacher are restricted in the types of rewards given to students being sure no sweets are used for academic rewards.

Traffic issues continue to be a challenge. Early dismissal for kindergartners reduce traffic congestion after school; extra after school supervision for traffic and student protection is in place. PTSO is purchasing shade covers for the playground.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patricia Chambers	(520) 805-4400
Transportation Policy	Joan Duran	(520) 364-2447
Community Resources	Patricia Chambers	(520) 805-4400
School Nutrition Programs	Beverly Jackson	(520) 364-2447
Parent Organization	Araceli Corn	(520) 805-4400
Student Health/Nurse	Gloria Reyes	(520) 805-4400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.